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ABSTRACT

A well-planned job placement program is an essential function of the total career education program of a school. This guide is intended to assist administrators guidance counselors, and vocational educators in identifying substantive problems connected with establishing a job placement program. Included in the guide is a discussion of job placement, along with the objectives of a job placement program and information for determining the need for a job placement program, planning and implementing a program, and evaluating the program. A brief description of a Knox County (Tennessee) job placement program and sample job placement materials are appended. (SB)

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GUIDE FOR

ESTABLISHING A SYSTEM-WIDE

JOB PLACEMENT PROGRAM

BY

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JOB PLACEMENT COORDINATOR

ILLUSTRATED BY STEVE DUFALA

CONTEMPORARY CURRICULUM FOR CAREER DEVELOPMENT

AN EXEMPLARY PROGRAM
IN
CAREER EDUCATION

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DR. MILDRED E. DOYLE, SUPERINTENDENT
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FOREWORD

CAREER EDUCATION MAY BE DEFINED AS THE TOTAL OF ALL EXPERIENCES IN ONE'S SCHOOL YEARS THAT HAVE APPLICATION FOR HIS APPROACH TO AND STYLE OF LIVING.

SKILLS NEEDED IN LIFE MAY BE GROUPED INTO THREE CATEGORIES: SOCIOLOGICAL, PSYCHOLOGICAL, AND OCCUPATIONAL. CAREER EDUCATION IS A PART OF EACH AREA OF AN INDIVIDUAL'S DEVELOPMENT.

SOCIOLOGICAL DEVELOPMENT PLACES EMPHASIS ON COPING WITH CHANGE, MAKING DECISIONS, AND INVOLVING ONESELF IN LOCAL, NATIONAL, AND INTERNATIONAL CONCERNS. THE PSYCHOLOGICAL SKILLS ENCOMPASS THE DEVELOPMENT OF SELF-AWARENESS, A POSITIVE VALUE SYSTEM, AND SELF-ESTEEM. FINALLY, OCCUPATIONAL SKILLS AFFORD THE OPPORTUNITY TO EARN A LIVING. ADDITIONALLY, IN THE OCCUPATIONAL AREA, WORK HAS PERSONAL RELEVANCE IN PROVIDING FOR SELF-IDENTITY, PERSONAL DIGNITY, AND SOCIAL INTERACTION.

THE GOAL OF CAREER EDUCATION IS TO ENHANCE THESE SKILLS.

MILDRED E. DOYLE, SUPERINTENDENT

PREFACE

CAREER EDUCATION IS A COMPREHENSIVE PROGRAM WHICH IS FOCUSED ON THE FACTORS ESSENTIAL TO THE CAREER DEVELOPMENT OF THE INDIVIDUAL. ITS AIMS ARE: (1) TO HELP THE INDIVIDUAL BECOME AWARE OF HIMSELF AND HIS POTENTIAL; (2) TO FOSTER THE DEVELOPMENT OF A SELF CONCEPT WHICH WILL ALLOW HIM TO TAKE THE NECESSARY RISKS TO REALIZE THAT POTENITAL TO ITS FULLEST; (3) TO ASSIST THE STUDENT IN ACQUIRING ATTITUDES AND SKILLS NECESSARY FOR LIVING IN A RAPIDLY CHANGING TECHNOLOGICAL SOCIETY; (4) TO EXPOSE HIM TO A WIDE RANGE OF OCCUPATIONAL INFORMATION AND EXPERIENCES THROUGHOUT THE SCHOOL YEARS; (5) TO HELP HIM BECOME AWARE OF THE OPTIONS OPEN TO HIM IN CHOOSING A CAREER OR CAREERS WHICH WILL PERMIT HIM TO LIVE HIS LIFE AS A FULFILLED HUMAN BEING; AND (6) TO ASSIST HIM IN PREPARING FOR THE CAREER OF HIS CHOICE.

AN EDUCATIONAL PROGRAM WITH THESE AIMS BEGINS AS SOON AS THE CHILD ENTERS SCHOOL. IN THE WORDS OF S. P. MARLAND, U.S. COMMISSIONER OF EDUCATION, "ALL EDUCATION IS CAREER EDUCATION, . . ." AND THE PRESENT CURRICULUM MUST BE RE-FOCUSED TO INCLUDE CONCEPTS WHICH WILL ENHANCE THE CAREER DEVELOPMENT OF CHILDREN AND YOUNG PEOPLE DURING THE SCHOOL YEARS. TO ASSIST TEACHERS IN THIS TASK, THE FOLLOWING CONCEPTS HAVE BEEN IDENTIFIED:

- A POSITIVE SELF-IMAGE IS ESSENTIAL FOR SATISFACTION IN THE WORLD OF WORK.
- LEARNING TO GET ALONG WITH OTHER PEOPLE IS MANDATORY FOR SUCCESSFUL ACHIEVEMENT IN THE WORLD OF WORK.
- THE ABILITY TO ADAPT TO CHANGE IS NECESSARY FOR SUCCESS IN A TECHNOLOGICAL SOCIETY.

- Decision-making skills and an awareness of self-responsibility inherent in the process is vital to career maturity.
- There is dignity and worth in all work well-done.
- In a technological society, division of labor and specialization result in the interdependence of workers.
- Awareness and knowledge of job families is indispensible for locating, assessing, and using information leading to wise career choice.
- School is the student's world of work.
- All school experience is occupational preparation.
- Education is a continuing process, presenting many points of entrance and exit.
- The wise use of leisure time leads to fulfillment of self in a rapidly changing technological society.

Present conditions indicate how much young people need help in determining vocational direction and securing employment. Of course the question asked is "where can they obtain this aid?" The most logical and important source of placement help would seem to be the school with its intimate knowledge of the student and his aims and goals. No other agency knows as much about the student. A well-planned job placement program represents an essential function of the total career education program of a school.

ACKNOWLEDGMENTS

THE AUTHOR IS GRATEFUL TO ALL WHO ASSISTED IN THE PREPARATION OF THIS DOCUMENT. SPECIAL ACKNOWLEDGMENT IS OFFERED FOR THE FOLLOWING: A VOTE OF THANKS GOES TO THE STAFF MEMBERS OF THE EXEMPLARY PROJECT IN CAREER EDUCATION, CONTEMPORARY CURRICULUM FOR CAREER DEVELOPMENT, WHO GAVE THE BENEFIT OF THEIR EXPERIENCE IN PLANNING FOR THIS DOCUMENT.

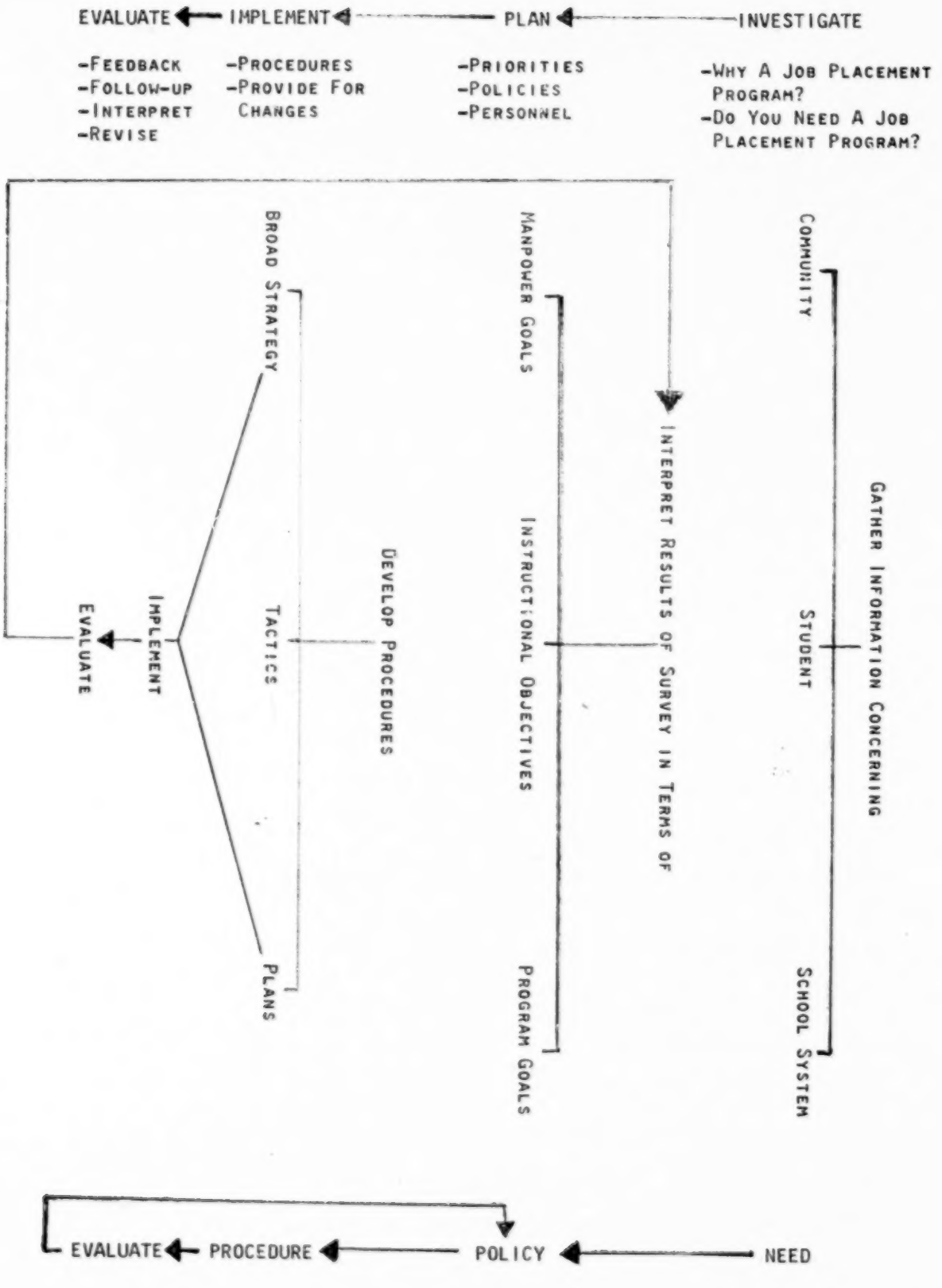
MAY I FURTHER EXTEND MY APPRECIATION TO MRS. MARILYN BURNETT AND MRS. MARLENE WANZER FOR SECRETARIAL, CLERICAL, AND PRINTING WORK AND TO THE VOCATIONAL-TECHNICAL TEACHERS OF KNOX COUNTY (TENNESSEE) FOR THEIR INPUT AND ASSISTANCE.

INTRODUCTION

This "Guide For Establishing A System-Wide Job Placement" is one of a series of guides developed by the staff of Contemporary Curriculum for Career Development. It should assist administrators, guidance counselors, and vocational educators in identifying substantive problems connected with establishing a job placement service. This guide may also be of use to counselor educators in broadening career guidance and counseling training programs.

The format and treatment of the content material in this guide is an attempt to serve the interest of two groups, namely, those who frequently do not take the time to study lengthy publications and those who want explicit information in order to implement a program. Hopefully, these objectives will be achieved through highlighting the essential concepts at the beginning of each major section and following with descriptive copy that would be of interest to program implementers.

In secondary schools we operate programs designed to prepare students for entry level jobs. A natural capstone for these programs should be a functional job placement service. This service should act to direct students to jobs in which they have expressed an interest and in which they are capable of performing. The successful placement of students in jobs is the most important evaluation of our job preparation programs which, if left to chance, will destroy much of what the school has done.


EVALUATE
IMPLEMENT
PLAN
INVESTIGATE
-FEEDBACK
-FOLLOW-UP
-INTERPRET
-REVISE
-PROCEDURES
-PROVIDE FOR CHANGES
-PRIORITIES
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-PERSONNEL
-WHY A JOB PLACEMENT PROGRAM?
-DO YOU NEED A JOB PLACEMENT PROGRAM?
GATHER INFORMATION CONCERNING
COMMUNITY
STUDENT
SCHOOL SYSTEM
INTERPRET RESULTS OF SURVEY IN TERMS OF
MANPOWER GOALS
INSTRUCTIONAL OBJECTIVES
PROGRAM GOALS
DEVELOP PROCEDURES
BROAD STRATEGY
TACTICS
PLANS
IMPLEMENT
EVALUATE
EVALUATE
PROCEDURE
POLICY
NEED

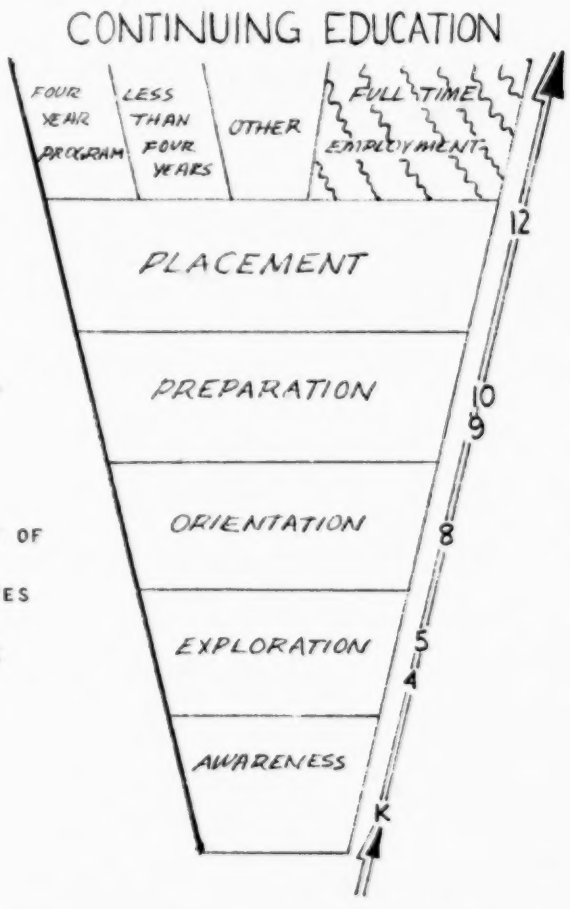
I JOB PLACEMENT: WHAT IS IT?

MUCH WORK IS INVOLVED IN IMPLEMENTING AN EFFECTIVE JOB PLACEMENT SERVICE. THE WORK MAY BE SHARED - EVEN WITH AGENCIES OUTSIDE THE SCHOOL SYSTEM. BUT THE <u>RESPONSIBILITY</u> OF ASSISTING STUDENTS IN STEPPING INTO THE WORK WORLD CAN NOT BE SHARED OR RELINQUISHED.

DEFINITION OF JOB PLACEMENT

JOB PLACEMENT SHOULD BE RECOGNIZED AND DEVELOPED AS AN INTEGRAL FACET OF A TOTAL SEQUENTIAL GUIDANCE AND COUNSELING SERVICE WHICH HAS AS ITS GOAL APPROPRIATE "NEXT STEP" EXPERIENCES FOR ALL STUDENTS.

JOB PLACEMENT INCLUDES THE PLACEMENT OF STUDENTS, EARLY LEAVERS, AND GRADUATES IN PART-TIME OR FULL-TIME JOBS. THE CLIENTELE INCLUDES <u>ALL</u> STUDENTS REGARDLESS OF TRAINING.



HOWEVER,

> JOB PLACEMENT IN THIS GUIDEBOOK REFERS <u>ONLY</u> TO THE PLACEMENT OF STUDENTS WHO HAVE DEVELOPED JOB ENTRY SKILLS AND WHO ARE DESIROUS OF EMPLOYMENT UPON LEAVING SCHOOL.

What A Job Placement Program Will Do

1. It will provide students with an organized, relevent approach to solving the problems of entering and adjusting to the work world.
2. It will meet a psychological need.
3. It gives many students a reason for staying in school.
4. It will establish a channel of communication between the school and the business/industry community.
5. It will be helpful in improving the image of guidance.
6. It will bring about a reordering of priorities for secondary guidance.

Today the labor market and the potential employee are farther apart than ever before. As youngsters grow up they have less chance to experience the sights and sounds of industry. Therefore, the gap that exists between what a student needs to know in order to enter an occupational field and what the student has acquired through observation is widened.

Secondly, the technological advances have markedly changed economic and social settings. No longer can education be terminated. Learning must be a continuous part of the lives of individuals in order to meet the demands of technology and automation. Students, while still in school, need to be made aware of these realities.

Thirdly, America's workforce is highly mobile. This fact demands that information be provided for students preparing to enter employment upon

LEAVING SCHOOL. FACTS RELATED TO THIS MOBILITY MUST BE GIVEN TO THEM BEFORE THEIR TIME, EGO, AND MONEY ARE INVESTED BEYOND THE POINT OF CHANGING OCCUPATIONAL DIRECTIONS.

FOURTHLY, AND OF EXTREME IMPORTANCE, THE MARKET PLACE WHERE SKILLS ARE BOUGHT AND SOLD IS HIGHLY COMPETITIVE. IF TWO PERSONS POSESSING ADAQUATE SKILLS TO FULFILL THE REQUIREMENTS OF A JOB APPLY FOR THAT JOB, WHO GETS THE JOB? DEFINITELY THE ONE WHO CAN BEST FILL OUT THE APPLICATION, SIT THROUGH AN INTERVIEW, AND "SELL" HIMSELF TO THE EMPLOYER.

CAN YOU RECALL YOUR FIRST EXPERIENCE OF TRYING TO GET A JOB? MORE LIKELY THAN NOT YOU EXPERIENCED A FEELING OF INSECURITY AND LACK OF TECHNIQUE. JOB PLACEMENT SERVICES HELP THE STUDENTS DEVELOP TECHNIQUES OF JOB GETTING AND THEREBY RELIEVE THIS FEELING OF INSECURITY. THE JOB PLACEMENT PROGRAM GOES BEYOND HELPING THE STUDENT GET A JOB. IT INCLUDES THE STUDENTS CONSIDERATION OF HIS VALUES, ABILITIES, AND ASPIRATIONS AND HOW THESE WILL AFFECT HIS FUTURE.

FOR TOO MANY OF OUR YOUNGSTERS, SCHOOL IS A MEANDERING THAT LEADS NOWHERE. IF THEY ARE NOT PLANNING TO ATTEND COLLEGE, THEY SEE LITTLE OR NO REASON TO STAY IN SCHOOL. THEY CAN SEE NO CONNECTION BETWEEN WHAT THEY ARE ASKED TO DO AS STUDENTS AND THE NEXT STEP THEY WILL TAKE UPON LEAVING SCHOOL.

A JOB PLACEMENT PROGRAM AS PART OF CAREER EDUCATION HELPS A STUDENT BECOME AWARE OF HIS NEEDS AND TAKE STEPS TO ACHIEVE HIS GOALS. ONE OF THE MOST IMPORTANT ASPECTS OF A JOB PLACEMENT PROGRAM, THEN, IS THAT IT MOTIVATES THE STUDENT TO COMPLETE HIS PREPARATION AND REALIZE THE POSSIBILITY OF SECURING A JOB.

THE SCHOOL HAS THE RESPONSIBILITY TO HELP EACH INDIVIDUAL PREPARE FOR HIS NEXT STEP AND THEN ASSIST HIM IN TAKING THAT STEP. TOO MANY STUDENTS, LEFT ON THEIR OWN TO MAKE THE TRANSITION FROM SCHOOL TO WORK, FIND THEMSELVES UNEMPLOYED, UNDEREMPLOYED, OR IN A "DEAD-END" JOB. MANY SPEND YEARS TRYING TO ADAPT TO THE WRONG JOB, OR, BECAUSE OF UNEMPLOYMENT, THEY DEVELOP BEHAVIORAL PATTERNS WHICH ARE NOT ACCEPTABLE IN THE WORK WORLD.

A CLOSE LIASON HAS BEEN DEVELOPED BETWEEN SECONDARY SCHOOLS AND THE COLLEGES AND UNIVERSITIES. WITHOUT DOUBT THIS LIAISON HAS HAD MUCH INFLUENCE ON THE NATURE OF THE SECONDARY SCHOOL. ON THE OTHER HAND, EFFECTIVE CHANNELS FOR THE EXCHANGE OF INFORMATION HAVE RARELY BEEN OPENED BETWEEN THE SCHOOL AND BUSINESS/INDUSTRY, THE LARGEST CONSUMERS OF THE SCHOOLS "PRODUCTS."

ALTHOUGH THE FOCUS OF A JOB PLACEMENT PROGRAM MUST BE ON THE STUDENT, THE EMPLOYER ALSO DESERVES CONSIDERATION. A CENTRALIZED JOB PLACEMENT OFFICE PROVIDES PROSPECTIVE EMPLOYERS WITH A SINGLE CONTACT. ASSISTING

THE EMPLOYER TO FIND WORKERS WHO ARE BETTER MATCHED TO A JOB REDUCES TURNOVER AND TRAINING TIME.

ONLY TO THE EXTENT THAT THE GUIDANCE PROGRAM IDENTIFIES AND TACKLES STUDENT NEEDS WITH A COMPREHENSIVE STUDENT-CENTERED APPROACH, WILL IT GET THE SUPPORT IT NEEDS. ONE OF THE GREATEST AND MOST IMPORTANT NEEDS OF STUDENTS IS ASSISTANCE IN JOB PLACEMENT. TOO OFTEN WE DISCUSS GUIDANCE PROGRAMS IN PHILOSOPHICAL TERMS WHEN WE SHOULD BE ASKING QUESTIONS ABOUT OUR YOUNGSTERS - WHERE ARE THEY? - WHERE ARE THEY GOING? - AND WHAT DO THEY NEED?

A SCHOOL CAN SHARE THE WORK INVOLVED IN A JOB PLACEMENT PROGRAM BUT IT CANNOT SHIRK THE RESPONSIBILITY FOR ASSISTING YOUNGSTERS THROUGH SCHOOL AND INTO THEIR "NEXT STEP," WHETHER IT BE COLLEGE, OTHER TRAINING, OR EMPLOYMENT.

IN A SYSTEM-WIDE JOB PLACEMENT PROGRAM THE GUIDANCE COUNSELOR IS THE IN-SCHOOL HUB OF ACTIVITY. THE SERVICES OFFERED BY THE JOB PLACEMENT PROGRAM SHOULD BE INTRODUCED AND EXPLAINED TO STUDENTS AS A REGULAR FUNCTION OF THE GUIDANCE DEPARTMENT. STUDENTS INTERESTED IN EMPLOYMENT SHOULD BE ENCOURAGED TO CONTACT THE GUIDANCE OFFICE. IN ADDITION TO ACCEPTING THE RESPONSIBILITY FOR INFORMING THE COLLEGE BOUND, GUIDANCE PERSONNEL MUST ALSO ACCEPT THE RESPONSIBILITY FOR INFORMING THE "JOB" BOUND.

Objectives of a Job Placement Program

1. To provide learning experiences that will develop job getting and keeping skills and techniques.
2. To provide for a better match between the student, his pattern of skills, his attitudes and aspirations, and his work.
3. To provide compensated work situations for those students who need funds to continue in school. (Refer to "Work-Study Program" as provided for in the Vocational Education Act of 1968 Public Law 90-576)
4. To provide advanced students with work experiences prior to graduation. (see appendix pg. 28)
5. To provide graduates and early leavers the counseling services necessary to stabilize, adjust to, or redirect their employment.
6. To provide consultative services for teachers, guidance counselors, and others.
7. To provide a central contact for employers.

II INVESTIGATE NEED FOR A JOB PLACEMENT PROGRAM

Establishing Need for a Job Placement Program

1. Explore manpower needs, the schools' capabilities of supplying workers, and the present status of placing students in jobs commensurate with their training.
2. Select an advisory committee.
3. Establish communications with local agencies.

Planning is a prerequisite to implementing a job placement program. A job placement program should be centered around "needs." Without discovering what the needs are and exploring different avenues of approach, the program will probably be oriented toward failure.

An ad hoc committee can be of great value in determining needs and the feasibility of initiating a particular approach. (Also, some members of this ad hoc committee can form the nucleus of your advisory committee.) An affirmative recommendation from this committee can go a long way toward providing community and school support necessary for a successful beginning.

Some questions that may be asked during this feasibility study are:

1. What are the number of students leaving school each year who possess marketable skills?
2. Do teachers and students feel the school (or system) has a responsibility to assist graduates and dropouts in finding and adjusting to employment?

3. Is the philosophy of a job placement program in keeping with the overall system philosophy?
4. Is strong administrative support available?
5. To what extent are teachers active in placing their students?
6. Do students get just any jobs or do students get jobs matched to their training, abilities, and aspirations?
7. To what extent are community youth employment agencies and state employment services serving the needs of the students?
8. What are the present and projected employment needs of the community?
9. What will be the responsibilities and work loads of teachers, guidance counselors, and other personnel assigned to the program?

An active advisory committee can greatly facilitate the establishment and operation of a job placement program. The functions of an advisory committee may include:

- Assisting with community surveys.
- Providing a major channel of communication between employers and the schools.
- Locating work stations and job openings.
- Selling the program to the community.
- Assisting with development of courses of study.
- Assisting in cultivating the cooperation of labor and management.
- Assisting in establishing and maintaining contact with local service agencies - Rehabilitation, Community action, Public Health, etc.

- Assisting in clarifying program objectives.
- Assisting with inservice programs for teachers and counselors.
- Assisting in developing evaluation studies as to program effectiveness.

An advisory committee should be kept at a "workable size." At the same time it should be representative of the community. The membership might include representatives of groups such as:

- Labor unions
- Service clubs
- Personnel Associations
- Teachers
- Dept. of Employment
- Youth clubs
- State/local service agencies
- Chamber of Commerce

Care should be taken to clearly define the functions and responsibilities of the advisory committee. Two things must be kept in mind. The committee should understand (1) that its role is "advisory," not policy-forming or administrative, and (2) that members volunteer their services and should not be burdened with unnecessary responsibilities.

Public Health, Employment Security, Community Action Committees, Rehabilitation offices, Chamber of Commerce, etc., are local agencies with which contact should be made and maintained. Cooperation between the schools and various local agencies is a must. These agencies are a source of services and opportunities that can broaden the base of services available at the school.

III PLANNING A PROGRAM

1. ONLY TO THE EXTENT THAT THE JOB PLACEMENT PROGRAM IDENTIFIES AND TACKLES STUDENTS' NEEDS WILL IT GET THE SUPPORT IT NEEDS. A COMPREHENSIVE, COOPERATIVE, STUDENT-CENTERED APPROACH POSSESSES THE FLEXIBILITY AND UNITY OF PURPOSE TO MEET STUDENTS' NEEDS.

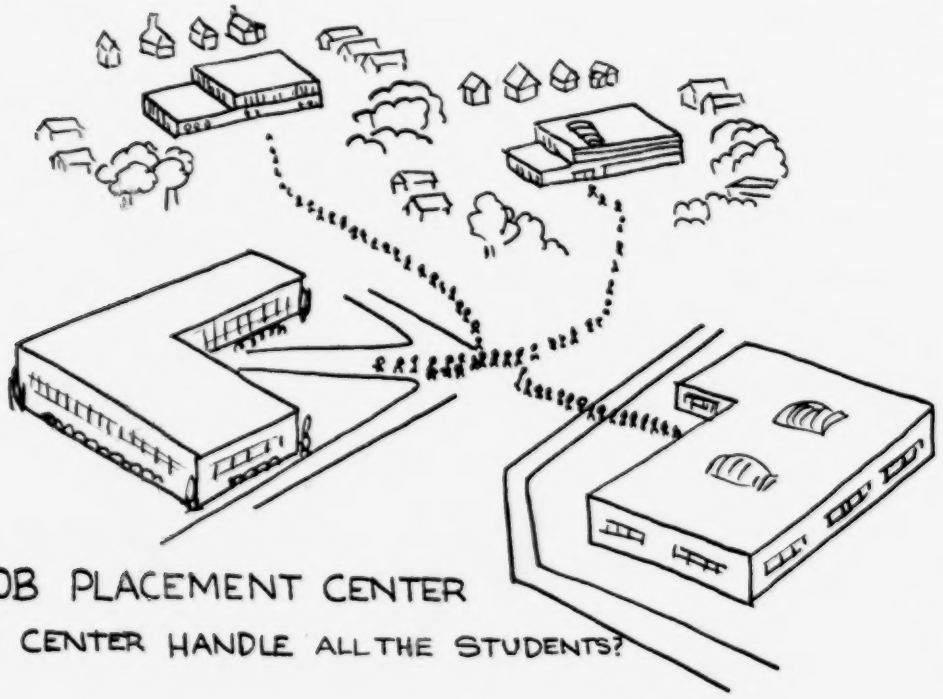
2. A COORDINATOR SHOULD BE APPOINTED TO SPEARHEAD AND COORDINATE NECESSARY ACTIVITIES INVOLVED IN PLANNING, IMPLEMENTING, AND MAINTAINING THE PROGRAM.

3. THE MAJOR COST OF IMPLEMENTING A JOB PLACEMENT PROGRAM IS SALARIES FOR QUALIFIED PERSONNEL TO COORDINATE AND SUPERVISE THE PROGRAM.

4. FACILITIES NEEDED ARE MINIMAL.

IN DETERMINING THE APPROACH AROUND WHICH A PLACEMENT SERVICE WILL BE DESIGNED, SEVERAL MATTERS MUST BE CONSIDERED. THE FIRST IS THE DEGREE OF CENTRALIZATION AND/OR DECENTRALIZATION. A CERTAIN AMOUNT OF CENTRALIZATION IS NECESSARY BECAUSE: (1) IT IS IMPORTANT THAT A CENTRAL DEPOSITORY FOR PLACEMENT RECORDS BE ESTABLISHED; AND (2) IT IS LESS CONFUSING TO CLIENTS THAT ONE PLACE OF CONTACT BE ESTABLISHED.

A COMPLETELY CENTRALIZED APPROACH WHICH SHUTTLES ALL STUDENTS IN THE DISTRICT THROUGH ONE OFFICE (UNLESS THE DISTRICT HAS ONLY ONE SCHOOL) IS USUALLY INEFFECTIVE BECAUSE MAJOR EMPHASIS IS GIVEN TO THE MECHANICAL ASPECTS OF JOB HUNTING AND GETTING. IT IS VERY IMPORTANT THAT THE ACTUAL SERVICES NOT BE OBSCURED BY THE MECHANICAL ASPECTS OF THE OPERATION.



I DON'T HAVE TIME TO DO EVERYTHING!

A COMPLETELY DECENTRALIZED APPROACH WHICH LEAVES ALL PLACEMENT ACTIVITIES TO INDIVIDUAL TEACHERS OR GUIDANCE COUNSELORS IS USUALLY INEFFECTIVE BECAUSE: (1) EVERYONE'S RESPONSIBILITY TURNS OUT TO BE NO ONE'S RESPONSIBILITY; (2) TEACHERS DO NOT HAVE SUFFICIENT TIME TO MAKE PERSONAL VISITS WITH EMPLOYERS; (3) ONE EMPLOYER'S OPERATION MAY REQUIRE WORKERS IN DIFFERENT SKILL AREAS SO THAT THE EMPLOYER MAY BE VISITED BY SEVERAL INDIVIDUALS (TAKING UP TOO MUCH OF THE EMPLOYER'S TIME); AND (4) GUIDANCE COUNSELORS SELDOM HAVE TIME FOR OFF-CAMPUS TRIPS AND THEY SOMETIMES LACK UNDERSTANDING OF DIFFERENT SKILL AREAS IN WHICH STUDENTS ARE SEEKING JOBS. SOME DECENTRALIZATION IS NECESSARY IN ORDER TO SHARE THE WORK LOAD AND GAIN THE SUPPORT OF GUIDANCE COUNSELORS AND TEACHERS.

A MORE EFFECTIVE APPROACH WOULD BE A COMPREHENSIVE, COOPERATIVE, STUDENT-CENTERED APPROACH. SUCH AN APPROACH INVOLVES A COORDINATOR, GUIDANCE COUNSELORS, TEACHERS, ADMINISTRATORS, PARENTS, EMPLOYERS, AND STUDENTS. THE FOCUS OF THIS APPROACH IS ON THE STUDENT HIS NEEDS, ABILITIES, AND ASPIRATIONS AND ON THE SCHOOL'S RESPONSIBILITY FOR ASSISTING HIM TO <u>TAKE HIS NEXT STEP</u>.

AN EFFECTIVE JOB PLACEMENT PROGRAM CANNOT BE CARRIED ON IN ISOLATION OF THE OTHER ASPECTS OF THE SCHOOL PROGRAM. THE TOTAL SCHOOL MUST DEVELOP

AVENUES THAT LEAD TO WORK WITH THE SAME CLARITY AND EMPHASIS THAT IS PRESENTLY FOCUSED ON COLLEGE.

WHICHEVER APPROACH IS SELECTED FOR IMPLEMENTATION IN A SCHOOL OR SCHOOL SYSTEM, TWO INGREDIENTS ARE ESSENTIAL. THEY ARE: (1) FLEXIBILITY--THE PROGRAM CAN BE FOLDED, SPINDLED, AND ORGANIZED TO MEET AN INDIVIDUAL STUDENT'S NEEDS; AND (2) UNITY OF PURPOSE--A TOTAL COOPERATIVE EFFORT AND COMMITTMENT BY THE SCHOOL OR SCHOOL SYSTEM TO ACCEPT ITS RESPONSIBILITY FOR JOB PLACEMENT.

JOB PLACEMENT IS A FUNCTION OF GUIDANCE. THEREFORE, MOST OF THE STAFF IS PROBABLY ALREADY EMPLOYED. PLANNING THEN BECOMES A MATTER OF EXTENDING OR ENRICHING THE "JOB" ALREADY BEING DONE BY GUIDANCE PERSONNEL AND TEACHERS.

ONE OF THE KEYS TO SUCCESS IS THE APPOINTMENT OR ASSIGNMENT OF ONE PERSON TO SPEARHEAD AND COORDINATE THOSE ACTIVITIES INVOLVED IN PLANNING, IMPLEMENTING, AND MAINTAINING THE PROGRAM. IN A SMALL SCHOOL DISTRICT, THIS COORDINATOR MAY BE THE LOCAL DIRECTOR OF VOCATIONAL-TECHNICAL EDUCATION. IN A LARGER SCHOOL DISTRICT HAVING MORE THAN ONE HIGH SCHOOL, ONE PERSON SERVING AS A FULL-TIME (12 MONTH) JOB PLACEMENT COORDINATOR SHOULD BE APPOINTED.

USUALLY, IN THE SMALL SYSTEM, NO SPECIAL PROBLEMS CONCERNING AUTHORITY AND RESPONSIBILITY ARE LIKELY TO DEVELOP. IN THE LARGER SYSTEM, THE COORDINATOR MAY BE UNDER THE DIRECT SUPERVISION OF THE LOCAL DIRECTOR OF VOCATIONAL-TECHNICAL EDUCATION OR THE LOCAL DIRECTOR OF GUIDANCE. IN EITHER CASE HIS RESPONSIBILITIES AND AUTHORITY MUST BE IDENTIFIED AND ARTICULATED TO ALL OTHER PERSONNEL INVOLVED.

BEFORE DETERMINING QUALIFICATIONS FOR SELECTION OF A COORDINATOR THE DUTIES AND RESPONSIBILITIES MUST BE OUTLINED. SUCH AN OUTLINE MAY INCLUDE:

(1) DEFINITION OF JOB--COORDINATES ALL JOB PLACEMENT ACTIVITIES AND DIRECTS THE OPERATION OF THE JOB PLACEMENT OFFICE.

(2) RELATIONSHIP TO OTHER STAFF--

A. DIRECTLY RESPONSIBLE TO . . .

B. COORDINATES OWN ACTIVITIES WITH THOSE OF THE SUPERINTENDENT, THE LOCAL DIRECTOR, . . .

C. CONFERS WITH PRINCIPLES, GUIDANCE COUNSELORS, TEACHERS, . . .

D. WORKS WITH OTHER SUPERVISORS AND COORDINATORS . . .

E. . . .

(3) DUTIES AND RESPONSIBILITIES--

A. ADMINISTRATIVE ROLE

B. COORDINATOR ROLE

C. TEACHER/TEACHER TRAINER ROLE

D. ADVISOR ROLE

E. . . .

AFTER DUE CONSIDERATION OF THE DUTIES AND RESPONSIBILITIES OF THE COORDINATOR, A SET OF QUALIFICATIONS MAY BE PREPARED. FOLLOWING ARE TWO EXAMPLES WHICH MAY BE USED SEPARATELY OR IN COMBINATION.

QUALIFICATION REQUIREMENTS--JOB PLACEMENT COORDINATOR

1. Possesses outgoing, but not overbearing, personality.

2. Enjoys working with youth and exhibits enthusiasm.

3. Background experiences might include:

   -Course work in at least ____ of the following: Industrial Education, Educational Psychology and Guidance, Business Education, Industrial Relations, Personnel Management, . . .

   -Work experience in at least ____ of the following: Guidance counselor, vocational-technical teacher, industrial arts teacher, personnel manager, office management, public relations, . . .

4. Has initiative and displays the ability to follow through promptly.

5. Willing to enroll in course work that would be helpful.

AND/OR

1. Degree in industrial Education with at least 12 quarter hours of course work in guidance.

2. Minimum of 3 years work experience at the journeyman level.

3. Experiences in administration and office procedures.

Regardless of the method of selection used or the qualifications required, one thing must be kept in mind. Namely, a job placement coordinator must

HAVE THE ABILITY TO EFFECTIVELY COMMUNICATE WITH AND WORK WITH A VARIETY OF PERSONALITIES AND SITUATIONS.

IN ADDITION TO THE COORDINATOR, ONLY A SECRETARY NEED BE ADDED TO THE STAFF. WHETHER THE SECRETARIAL SERVICE IS HALF-TIME OR FULL-TIME WILL DEPEND UPON THE NUMBER OF STUDENTS BEING SERVED.

IV IMPLEMENTING THE PROGRAM

1. CREATE INTEREST AND ACTIVELY WORK AT "SELLING" THE IDEA OF A SYSTEM-WIDE JOB PLACEMENT PROGRAM.

2. IN DEVELOPING NECESSARY FORMS AND PROCEDURES, USE THE SURVEY DATA FROM SECTION II AND THE POLICY DECISIONS THAT MAY HAVE EMERGED IN PLANNING A JOB PLACEMENT PROGRAM.

3. GROUP GUIDANCE TECHNIQUES ARE AMONG THE BEST MEANS OF MEETING STUDENT NEEDS AND ATTAINING THE GOALS OF A JOB PLACEMENT PROGRAM.

JOB PLACEMENT DOES NOT BEGIN WHEN A STUDENT INITIATES HIS LEAVING SCHOOL, NOR DOES IT BEGIN WITH HIS SENIOR YEAR. JOB PLACEMENT BEGINS WHEN A STUDENT ENTERS THE HIGH SCHOOL (IF NOT BEFORE). TEACHERS, GUIDANCE COUNSELORS AND OTHER STAFF MUST REALIZE THAT THEY ARE SHAPING AND FORMING A "PRODUCT" WHO WILL ENTER THE LABOR MARKET UPON LEAVING HIGH SCHOOL. IF THIS "PRODUCT" IS TO SUCCESSFULLY COMPETE, HE MUST BE ARMED WITH POSITIVE WORK HABITS AND ATTITUDES AND PATTERNS OF BEHAVIOR THAT ARE WORK ORIENTED. A COOPERATIVE AND RELEVANT APPROACH IS NECESSARY TO MEET THESE NEEDS.

TO GET THE COOPERATION AND COMMITTMENT NECESSARY TO FACILITATE A JOB PLACEMENT PROGRAM, THE TEACHERS, GUIDANCE COUNSELORS, AND OTHER STAFF MUST UNDERSTAND THE "WHY" OF THE PROGRAM AND HOW THEY FIT INTO THE OVERALL DESIGN. THESE TWO OBJECTIVES MAY BEST BE MET THROUGH INSERVICE AND/OR

WORKSHOPS (SEE APPENDIX PG. 31). TEACHERS AND GUIDANCE PERSONNEL THEMSELVES MUST ASSESS THEIR OWN NEEDS AS A RESULT OF BEING MADE AWARE OF WHAT IS EXPECTED OF THEM IN TERMS OF PERFORMANCE.

AN ESPECIALLY CLOSE WORKING RELATIONSHIP MUST EXIST BETWEEN THE COORDINATOR AND THE SCHOOL GUIDANCE PERSONNEL. COUNSELORS PERFORM FUNCTIONS THAT ARE ESSENTIAL TO THE SUCCESSFUL OPERATION OF YOUR JOB PLACEMENT PROGRAM. WITHOUT THE DEVELOPMENT AND MAINTAINANCE OF THIS RELATIONSHIP, COUNSELORS MAY FEEL THAT THEIR RESPONSIBILITIES ARE BEING USURPED. DIFFERENCES OF OPINIONS THAT ARISE BETWEEN THE COORDINATOR AND GUIDANCE COUNSELOR MUST BE RESOLVED QUICKLY, PROFESSIONALLY, AND IN THE STUDENTS' BEST INTERESTS. MANY POTENTIAL PROBLEMS CAN BE ALLEVIATED BY "SELLING" THE IDEA OF A SYSTEM-WIDE JOB PLACEMENT PROGRAM AND INVOLVING THE GUIDANCE COUNSELORS AS EARLY AS POSSIBLE IN THE DEVELOPMENT OF GOALS AND PROCEDURES.

THE OUTCOMES OF A WORKSHOP/INSERVICE SHOULD BE NUMEROUS. ONE OF THESE IS THE IDENTIFICATION OF SPECIFIC AREAS OF COOPERATION BETWEEN THE COORDINATOR AND COUNSELOR SUCH AS:

THE COORDINATOR CAN CONTRIBUTE TO A SMOOTH-WORKING RELATIONSHIP WITH COUNSELORS BY

1) ASSISTING COUNSELORS WITH INDIVIDUAL AND GROUP ORIENTATION TO VOCATIONAL PROGRAMS AND JOB PLACEMENT SERVICES.
2) COOPERATING WITH THE COUNSELOR IN COLLECTING AND DISSEMINATING INFORMATION IN THE SCHOOL.
3) ASSISTING THE COUNSELOR IN INTERPRETING FOLLOW-UP DATA AND MAKING SUGGESTIONS CONCERNING CURRICULUM CHANGES IN VOCATIONAL-TECHNICAL PROGRAMS.
4) . . . .

WHILE IT IS NECESSARY THAT THE COORDINATOR ESTABLISH AND MAINTAIN GOOD WORKING RELATIONSHIPS WITH ALL TEACHERS, THE CLOSE COOPERATION AND SUPPORT OF THE VOCATIONAL-TECHNICAL STAFF IS ESPECIALLY IMPORTANT. ALL THE "PRODUCTS" THE COORDINATOR WILL WORK WITH HAVE DAILY CONTACT WITH THE INSTRUCTORS AND UNDER THEIR SUPERVISION DEVELOP BOTH THE SPECIFIC JOB SKILLS AND PATTERNS OF BEHAVIOR THAT WILL DETERMINE THE TYPE OF RECOMMENDATIONS THAT WILL BE MADE TO A PROSPECTIVE EMPLOYER. VOCATIONAL INSTRUCTORS ALSO HAVE AN OPPORTUNITY TO PROVIDE CAREER GUIDANCE RELEVANT TO THE SKILL NEEDS AND JOB OPPORTUNITIES IN THE COMMUNITY. THE COORDINATOR SHOULD KEEP THE TEACHERS INFORMED.

HERE AGAIN INSERVICE AND/OR WORKSHOPS ARE CALLED FOR IN ORDER TO (1) IDENTIFY AND DEFINE AREAS OF RESPONSIBILITY AND COOPERATION, (2) DEVELOP INSTRUCTIONAL GUIDELINES AND MATERIALS, AND (3) PROFESSIONALLY AND QUICKLY RESOLVE DIFFERENCES OF OPINION AND OVER-COME NEGATIVE ATTITUDES.

THE BUSINESS/INDUSTRY COMMUNITY HAS TREMENDOUS RESOURCES THAT CAN BE UTILIZED TO THE BENEFIT OF STUDENTS. BECAUSE THE PRIMARY RESPONSIBILITY OF CONTACTING THE EMPLOYING COMMUNITY RESTS WITH THE COORDINATOR, THE ADMINISTRATION MUST COOPERATE BY ALLOWING SUFFICIENT TIME TO FULFILL THIS RESPONSIBILITY.

PROBABLY THE BIGGEST "SELLING" JOB OF ALL IS CONVINCING EMPLOYERS THAT THEY SHOULD CONSIDER THE SCHOOL AS A SOURCE OF COMPETENT AND WILLING WORKERS. IN ORDER TO FACILITATE A TWO-WAY COMMUNICATION BETWEEN THE BUSINESS/INDUSTRY COMMUNITY AND THE SCHOOLS, IT IS ESSENTIAL THAT THE COORDINATOR ESTABLISH AND MAINTAIN A PLEASANT RELATIONSHIP. SOME MEANS OF ACCOMPLISHING THIS OBJECTIVE ARE:

PUBLIC RELATIONS

1) THE WISE USE OF ADVISORY COMMITTEES.
2) INCREASING EMPLOYER INTEREST IN CURRICULUM BY SIMPLY ASKING HIS ADVICE ON SKILLS AND ATTITUDES DESIRABLE IN HIS BUSINESS.
3) SHOWING APPRECIATION FOR EMPLOYER- LUNCHEONS OR BANQUETS, AWARDS OF RECOGNITION, CERTIFICATES OF APPRECIATION, THANK YOU NOTES, ETC.
4) MAKING CONTACTS REASONABLY BRIEF BUT LONG ENOUGH TO BE EFFECTIVE.

IN THIS ROLE OF CONTACTING EMPLOYERS FOR THE PURPOSE OF BRINGING THE "CONSUMERS" (EMPLOYERS) AND "PRODUCTS" (OCCUPATIONALLY TRAINED STUDENTS) TOGETHER, THE COORDINATOR CAN BE EFFECTIVE IN PROMOTING GOOD PUBLIC RELATIONS NOT ONLY FOR VOCATIONAL PROGRAMS BUT ALSO FOR THE ENTIRE EDUCATIONAL SYSTEM.

ACTUAL IMPLEMENTATION, MANAGEMENT, AND PAPER FLOW PROCEDURES WILL BE DETERMINED BY THE SURVEY DATA AND POLICY DECISIONS MADE DURING THE PLANNING PHASE AND ARE THEREFORE PECULIAR TO THE LOCAL SITUATIONS. HOWEVER, SOME GENERAL CONSIDERATIONS ARE IN ORDER.

PROCEDURE AND POLICY TEND TO BECOME SO INTERTWINED THAT IDENTIFICATION OF EITHER IS NEARLY IMPOSSIBLE. POLICY DECISIONS SHOULD PROVIDE THE GUIDELINES, DIRECTIONS AND BOUNDARIES AND BE RATHER BROAD AND GENERAL. PROCEDURES, ON THE OTHER HAND, SHOULD PROVIDE THE WAYS AND MEANS - THE

ACTUAL SEQUENCE AND MANNER IN WHICH TASKS ARE TO BE PERFORMED.

SOME ITEMS TO CONSIDER, FOR WHICH PROCEDURES AND/OR FORMS MAY BE NECESSARY ARE:

1) REGISTERING STUDENTS WITH THE JOB PLACEMENT OFFICE
2) GATHERING INFORMATION FROM STUDENTS
3) GETTING INFORMATION TO STUDENTS
4) EXCHANGING INFORMATION WITH EMPLOYERS
5) FOLLOW-UP VISITATIONS AT WORK SITES
6) SCREENING AND RECOMMENDING APPLICANTS FOR JOB OPENINGS
7) PUBLICIZING THE PROGRAM
8) KEEPING TEACHERS AND GUIDANCE COUNSELORS INFORMED
9) COMMUNICATING WITH PARENTS
10) . . . .

AN EFFICIENT SYSTEM OF MANAGEMENT CAN BE ACHIEVED THROUGH THE USE OF APPROPRIATE FORMS. WITHOUT THEM, THE COORDINATOR AND OTHERS WILL SPEND MORE TIME IN PAPER FLOW THAN IN MAKING CONTACTS WITH STUDENTS AND EMPLOYERS. THE GOALS AND SERVICES WILL BECOME OBSCURED BY THE OPERATION. WITH A SYSTEM OF FORMS DESIGNED TO FACILITATE THE OPERATION, MANY FUNCTIONS CAN BE SHIFTED TO CLERICAL PERSONNEL. IN INITIATING A JOB PLACEMENT PROGRAM, TIME SHOULD BE SCHEDULED TO DESIGN A SET OF SIMPLE, EFFICIENT FORMS. THE FEWER FORMS THE BETTER. APPENDED TO THIS DOCUMENT ARE SOME EXAMPLES OF FORMS. WHATEVER APPROACH IS TAKEN, AN INFORMATIONAL

SYSTEM MUST BE ESTABLISHED AND MAINTAINED BY THE COORDINATOR.

IN A SYSTEM-WIDE JOB PLACEMENT PROGRAM THE GUIDANCE COUNSELOR IS THE IN-SCHOOL HUB OF ACTIVITY. WHEN STUDENTS ENTER THE SCHOOL, THEY SHOULD BE INFORMED AS TO THE OPERATION OF AND THE SERVICES PROVIDED BY THE JOB PLACEMENT PROGRAM AS A REGULAR FUNCTION OF THE GUIDANCE DEPARTMENT.

STUDENTS INTERESTED IN EMPLOYMENT SHOULD BE ENCOURAGED TO CONTACT THE GUIDANCE OFFICE. IN ADDITION TO ACCEPTING THE RESPONSIBILITY FOR INFORMING THE COLLEGE BOUND, GUIDANCE PERSONNEL MUST ALSO ACCEPT THE RESPONSIBILITY FOR INFORMING THE "JOB" BOUND.

AS MENTIONED IN THE PRECEDING SECTION, IT IS THE COORDINATOR'S RESPONSIBILITY TO CREATE AND MAINTAIN AN INFORMATION SYSTEM. SUCH A SYSTEM INVOLVES THE DISSEMINATION OF INFORMATION TO AND THE GATHERING OF INFORMATION FROM STUDENTS AND TEACHERS. THE DEGREE OF COOPERATION AND COMMITTMENT OF THE GUIDANCE PERSONNEL IN EACH SCHOOL WILL DETERMINE THE SUCCESS OF THE INFORMATION SYSTEM AND THE OVERALL EFFECTIVENESS OF THE JOB PLACEMENT PROGRAM.

GROUP GUIDANCE IS ONE OF THE TECHNIQUES USED TO HELP STUDENTS ADJUST TO THEMSELVES, TO OTHERS, AND TO THEIR ENVIRONMENTS. GROUP GUIDANCE SESSIONS ARE DESIGNED TO HELP EACH STUDENT GAIN GREATER INSIGHT INTO HIS BEHAVIOR AND THE FORCES WHICH INFLUENCE HIS LIFE. FROM BIRTH TO DEATH, INDIVIDUALS ARE ALMOST CONSTANTLY INVOLVED IN GROUP SITUATIONS - FAMILIES, SCHOOLS, AND URBAN AND RURAL SOCIETIES. IN PRESENTING GUIDANCE THROUGH GROUP SITUATIONS, THE VALUE OF INSTRUCTION IS HEIGHTENED BOTH IN TERMS OF INDIVIDUAL DEVELOPMENT AND INTERPERSONAL RELATIONSHIPS. (SEE APPENDIX PG. 33.)

IN CONSIDERING GROUP PROCEDURES AS A MEANS OF MEETING STUDENT NEEDS AND ATTAINING THE GOALS OF A JOB PLACEMENT PROGRAM, SEVERAL FACTORS MUST BE KEPT IN MIND:

1. GROUP PROCEDURES ARE A VITAL PART OF THE PROGRAM.

2. GROUP PROCEDURES ARE CONSIDERED A COMPLEMENT OF, NOT A SUBSTITUTE FOR, INDIVIDUAL COUNSELING.

3. GROUP GUIDANCE OFFERS STUDENTS AN OPPORTUNITY TO AIR THEIR COMMON PROBLEMS, TO DISCUSS MUTUAL TOPICS OF INTEREST, AND TO IMPROVE THE ABILITY TO WORK, STUDY, AND PLAN TOGETHER.

4. GROUP GUIDANCE SESSIONS EXPEDITE THE DISSIMINATION AND GATHERING OF INFORMATION.

V PROVIDING FOR JOB PLACEMENT EVALUATION

1. STATE AND LOCAL PLANS ARE USUALLY REQUIRED TO CONTAIN PROVISIONS FOR PERIODIC AND CONTINUOUS EVALUATIONS.

2. THE COSTS OF EVALUATIONS ARE REIMBURSEABLE EXPENSES.

3. EVALUATIVE CRITERIA ARE DERIVED FROM PROGRAM OBJECTIVES; HOWEVER, PROFESSIONAL ASSOCIATIONS, RESEARCH CENTERS, AND ACCREDITING ORGANIZATIONS CAN PROVIDE GUIDELINES FOR FORMULATING CRITERIA.

4. THE STAFF TO BE EVALUATED SHOULD PARTICIPATE IN FORMULATING CRITERIA AND IN MAKING THE EVALUATIONS.

5. THE JOB PLACEMENT PROGRAMS SHOULD BE EVALUATED (A) IN TERMS OF STUDENT OUTCOMES AND EFFECTS ON THE COMMUNITY AND (B) ON PROGRAM CHARACTERISTICS AND OPERATING PRACTICES.

THE 1968 AMENDMENTS REQUIRES THAT STATE PLANS CONTAIN PROVISIONS FOR PERIODIC AND CONTINUOUS EVALUATION OF STATE AND LOCAL PROGRAMS, SERVICES, AND ACTIVITIES. EVALUATION SHOULD BE OF SUFFICIENT EXTENT AND FREQUENCY TO ENABLE STATE BOARDS TO CARRY OUT THEIR FUNCTIONS AND TO FULFILL THE PURPOSES OF THE AMENDMENT. THE COSTS OF SUCH EVALUATIONS ARE SUPPORTED WITH FUNDS FROM ALLOTMENTS PROVIDED UNDER THE AMENDMENT.

APPROPRIATE WELL-STATED PROGRAM OBJECTIVES AND CAREFULLY THOUGHT-OUT WRITEN POLICIES AND PROCEDURES FACILITATE THE PROCESS OF EVALUATION.

CRITERIA FOR EVALUATION ARE SPECIFIED IN STATE PLANS; HOWEVER, A LOCAL EDUCATIONAL INSTITUTION OR AGENCY IS LIKELY TO NEED A MORE DETAILED TYPE OF EVALUATION IN ORDER TO ADJUST PROGRAMS, SERVICES, AND ACTIVITIES SO THAT THEY WILL FULFILL LOCAL PROGRAM PURPOSES.

PROFESSIONAL ORGANIZATIONS SUCH AS THE A.V.A., ACCREDITING ASSOCIATIONS SUCH AS THE NATIONAL SOCIETY FOR SECONDARY SCHOOL EVALUATION, AND STATE RESEARCH COORDINATING UNITS HAVE EVALUATIVE CRITERIA WHICH MAY BE USEFUL IN ESTABLISHING CRITERIA FOR EVALUATING JOB PLACEMENT PROGRAMS.

WHEN A PROGRAM IS BEING EVALUATED, THOSE WHOSE WORK IS TO BE APPROVED SHOULD BE INVOLVED IN DETERMINING THE CRITERIA TO BE USED AND IN THE ACTUAL PROCESS OF EVALUATION. IF THEY HAVE A PART IN THESE ACTIVITIES, STAFF MEMBERS ARE MORE LIKELY TO ACCEPT THE EVALUATION AND TO STRIVE FOR PROGRAM IMPROVEMENT.

ACCREDITING ASSOCIATIONS AND OTHER EDUCATORS OFTEN EVALUATE PROGRAMS ON THE BASIS OF PROGRAM CHARACTERISTICS AND THE EXTENT TO WHICH RECOMMENDED PRACTICES ARE FOLLOWED. IT IS NECESSARY TO DESCRIBE AND MEASURE PROGRAM CHARACTERISTICS; HOWEVER, PROGRAMS ARE ULTIMATELY EVALUATED IN TERMS OF THEIR EFFECTS ON SUCH FACTORS AS EMPLOYMENT OF GRADUATES, RETENTION AND D/O RATES, NUMBERS OF GRADUATES IN JOBS COMMENSURATE WITH TRAINING, AND JOB PERFORMANCE OF THOSE WHO RECEIVED TRAINING AS OPPOSED TO THOSE WHO DID NOT. THEREFORE, BOTH STUDENT OUTCOMES AND PROGRAM CHARACTERISTICS MUST BE EVALUATED IN ORDER TO DETERMINE WHAT COMBINATION OF THESE FACTORS ACHIEVES THE DESIRED PROGRAM OBJECTIVES.

THE FOLLOWING TYPES OF INFORMATION SHOULD BE CONSIDERED IN EVALUATING

JOB PLACEMENT PROGRAM OUTCOMES:

1. NUMBER OF STUDENTS SERVED
2. NUMBER OF STAFF INVOLVED
3. FOLLOW-UP DATA
4. IMPACT OF THE PROGRAM ON DROP-OUT RATES
5. IMPACT OF THE PROGRAM ON YOUTH UNEMPLOYMENT RATES
6. EVALUATIONS BY EMPLOYERS

USUALLY THE FOLLOWING KINDS OF INFORMATION ARE CONSIDERED IN EVALUATING PROGRAM CHARACTERISTICS:

1. ORGANIZATION

   METHODS OF STAFFING, USE OF ADVISORY COMMITTEES, STUDENT REGISTRATION PRACTICES, COOPERATING WITH OTHER AGENCIES, ETC.

2. PHYSICAL FACILITIES
3. STAFF
4. METHODS OF EVALUATION
5. ACTIVITIES

APPENDIX

THE FOLLOWING IS A BRIEF DESCRIPTION OF A "CO-OP" PROGRAM BEING USED IN KNOX COUNTY (TENNESSEE) TO PROVIDE PRE-GRADUATION WORK EXPERIENCES FOR VOCATIONAL STUDENTS. THERE ARE TWO BASIC REASONS FOR IMPLEMENTING SUCH A PROGRAM. NAMELY, TO PROVIDE THE YOUNGSTER AN OPPORTUNITY TO BEGIN USING, ON A PART TIME BASIS, THE SKILLS HE HAS DEVELOPED AND TO REDUCE THE NUMBER OF PLACEMENTS AT GRADUATION.

STUDENTS SHOULD BE IN THEIR FOURTH SEMESTER (OR BEYOND) OF TRAINING TO BE ELIGIBLE TO PARTICIPATE IN "CO-OP." THE INSTRUCTOR'S RECOMMENDATIONS, PARENTS' APPROVAL, AND PRINCIPAL'S APPROVAL ARE NECESSARY. THE WORK DONE BY THE "CO-OP" STUDENT MUST BE DIRECTLY RELATED TO HIS TRAINING PROGRAM. THE STUDENT WILL STILL BE ENROLLED IN HIS VOCATIONAL CLASS BUT WILL GO TO HIS PLACE OF EMPLOYMENT IN LIEU OF ATTENDING CLASS. HE MUST, HOWEVER, BE PRESENT IN ALL OTHER CLASSES ON HIS SCHEDULE. FAILURE TO MEET ATTENDANCE REQUIREMENTS IN ALL CLASSES OR ON THE JOB WILL NECESSITATE A STUDENT BEING DROPPED FROM THE "CO-OP" PROGRAM. IF A JOB IS AVAILABLE THAT WOULD REQUIRE A CHANGE IN THE STUDENT'S SCHEDULE, SUCH CHANGES CAN BE INITIATED THROUGH THE GUIDANCE OFFICE.

1. REQUIREMENTS AND PROCEDURES

   --<u>SUCCESS IN A VOCATIONAL PROGRAM FOR A MINIMUM OF THREE SEMESTERS</u>. THE PROSPECTIVE CO-OP STUDENT MUST BE ENROLLED IN A TRAINING PROGRAM AND, ACCORDING TO INDIVIDUAL PROGRAM REQUIREMENTS, MUST BE SUCCESSFUL FOR A MINIMUM OF THREE SEMESTERS--SUCCESSFUL NOT ONLY IN SKILL OR TECHNICAL DEVELOPMENT BUT ALSO IN ATTITUDES TOWARD OTHERS AND WORK.

   --<u>RECOMMENDATION OF INSTRUCTOR</u>

   UPON RECEIVING INFORMATION FROM THE JOB PLACEMENT OFFICE OR OTHER

SOURCE CONCERNING A JOB DESCRIPTION, THE INSTRUCTOR'S RECOMMENDATION AS TO WHETHER A STUDENT IN HIS PROGRAM IS CAPABLE OF PERFORMING IN THAT JOB DESCRIPTION WILL BE REQUIRED.

--Approval of Principal

Anytime a student is to be "co-oped" (working during school hours) the principal's permission is a requirement.

--Completion of Application and Interview

The job placement office will supply the guidance office with a form on which the student will make application to participate in the co-op program. This form will be used for (1) student practice in filling out an application and (2) aid in the record keeping of the job placement office. Secondly, an interview with the student by the coordinator will be held. One reason for the interview is to again let the student "practice" getting a job. The instructor's recommendations and a resume must accompany each co-op application.

--Matching Opportunities to the Students Training and Abilities

A student will not be placed in a co-op situation unless the job available is in the same "family" as his training. Also, if a particular job description requires skills that the prospective student-worker cannot perform on a beginning level, he will not be placed unless the employer is informed of the situation and gives his approval.

--Parental Approval and Transportation

Parents must give their permission for a student to participate in the co-op program. This student-worker must have dependable

TRANSPORTATION TO AND FROM HIS SITE OF EMPLOYMENT.

--Safety

BEFORE A WORK STATION IS APPROVED FOR CO-OP THE PROSPECTIVE PLACE OF EMPLOYMENT WILL BE VISISTED BY THE COORDINATOR AND A SAFETY CHECK WILL BE MAKE.

2. Evaluation of Student-worker

THE COORDINATOR WILL BE RESPONSIBLE FOR VISITING THE WORK SITE TO SECURE AN EVALUATION OF THE STUDENT-WORKER. (HOWEVER, TEACHERS AND OTHERS ARE ENCOURAGED TO MAKE SHORT VISITS.) THE INFORMATION GATHERED WILL BE FORWARDED TO THE GUIDANCE DEPARTMENT AND THE INSTRUCTOR.

JOB PLACEMENT WORKSHOP
FOR COUNSELORS 9-12

WHAT: JOB PLACEMENT WORKSHOP
WHO: KNOX COUNTY GUIDANCE COUNSELORS 9-12

RATIONALE

PLACEMENT OF A STUDENT IN A FULL TIME JOB COMMENSURATE WITH HIS TRAINING IS THE RESPONSIBILITY OF THE SCHOOL. IN ORDER TO INSURE A SUCCESSFUL TRANSITION FROM SCHOOL TO THE WORLD OF WORK WE MUST BEGIN JOB PLACEMENT WHEN A STUDENT ENTERS THE SCHOOL, NOT WHEN HE IS INITIATING HIS SEPARATION. THEREFORE, IT IS NECESSARY THAT WE IDENTIFY AND DEVELOP PROCEDURES AND MATERIALS TO BE USED BY GUIDANCE COUNSELORS IN ADDRESSING THEMSELVES TO THEIR RESPONSIBILITIES IN THE AREA OF JOB PLACEMENT.

OBJECTIVES

-COUNSELORS WILL BETTER UNDERSTAND THE JOB PLACEMENT PROGRAM AND THEIR INVOLVEMENT
-COUNSELORS WILL IDENTIFY MATERIALS AND PROCEDURES FOR IMPLEMENTING A SYSTEMWIDE JOB PLACEMENT PROGRAM
-COUNSELORS WILL BETTER UNDERSTAND GROUP DYNAMICS AND HOW THEY MAY USE SUCH TECHNIQUES FOR GATHERING AND DISSEMINATING INFORMATION

SCHEDULE

FIRST DAY

10:00 - 10:30	GENERAL MEETING INTRODUCTIONS AND OBJECTIVES OF WORKSHOP--
10:30 - 11:30	GENERAL MEETING (TENTATIVE) VOCATIONAL CHOICE AND GUIDANCE
11:30 - 12:30	LUNCH
12:30 - 1:30	ROLE FUNCTIONS
1:30 - 2:30	JOB PLACEMENT AND THE COUNSELOR (WORKSHOP COORDINATOR)
2:30 - 3:00	ORGANIZE IN SMALL GROUPS. ASSIGN WORK FOR EACH GROUP. (4-5 MEMBERS EACH)
3:00 - 6:00	SMALL WORKING GROUPS

SECOND DAY

8:00 - 8:30	BREAKFAST
8:30 - 10:00	COUNSELOR INPUT WORKSHOP COORDINATOR (WHERE ARE WE?)
10:00 - 11:30	SMALL GROUP GROUP I: WORKSHOP COORDINATOR GROUP II AND III: SMALL GROUP WORK (CONTINUE ON WORK)
11:30 - 12:30	LUNCH
12:30 - 1:30	SMALL WORKING GROUPS GROUP I AND III: WORKING GROUPS GROUP II: WORKSHOP COORDINATOR
1:30 - 2:30	GROUP I AND II: SMALL WORKING GROUPS GROUP III: WORKSHOP COORDINATOR
2:30 - 3:30	SMALL WORKING GROUPS FOR WIND-UP
3:30 - 5:30	GENERAL MEETING 1. GROUP GUIDANCE TECH. AND COUNSELOR INPUT
5:30 - 6:00	PANEL: "WHAT ARE YOU GOING TO DO NOW?"

WHY WORK?

OBJECTIVE: TO EXPLORE THE QUESTION "WHY WORK?"

GOALS (OUTCOMES):

1. STUDENTS WILL BETTER UNDERSTAND WHY WORKING IS NECESSARY.
2. STUDENTS WILL BE ABLE TO EXPRESS WHY THEY ARE PREPARING TO ENTER THE WORLD OF WORK.
3. STUDENTS WILL UNDERSTAND THAT TO SUCCEED THEY MUST SET GOALS AND TO REACH THOSE GOALS PLANNING, TRAINING, AND WORK ARE REQUIREMENTS.

(WRITE IN SPECIFIC PERFORMANCE OBJECTIVES.)

"WHY WORK?" IS A UNIT WHOSE PURPOSE IS TO RAISE SOME BASIC AND CHALLENGING QUESTIONS ABOUT THE ROLE OF WORK IN AN INDIVIDUAL'S DEVELOPMENT. THE IDEAS OR POINTS OF VIEW PRESENTED ARE LIMITED TO THREE: (1) WORK AS A MEANS OF EARNING A LIVING; (2) WORK AS A MEANS OF ACHIEVING SATISFACTION; AND (3) WORK AS A MEANS OF WHAT WILL YOU DO WITH 100,000 HOURS? SOME OTHER POINTS OF VIEW AN INSTRUCTOR AND/OR GUIDANCE COUNSELORS MAY WISH TO PRESENT ARE: (1) WORK AS AN OUTLET FOR ENERGY; (2) WORK AS A MEANS OF VENTING HOSTILE AND AGRESSIVE DRIVES.

HOW IMPORTANT IS A CAREER? MAYBE YOU'VE HEARD IT SAID, "A JOB IS A JOB." MAYBE YOU'VE SEEN 16-YEAR-OLDS LIKE HELEN WHO ACTUALLY GOT MARRIED RATHER

THAN MAKE UP HER MIND ABOUT A CAREER. OR MAYBE YOU'VE KNOWN YOUNG FELLOWS LIKE TERRY. HE'D NEVER ONCE COME TO TERMS WITH THE QUESTIONS, SO HE RUSHED OUT AND JOINED THE MILITARY, THINKING SOMEHOW HIS QUESTIONS WOULD TAKE CARE OF THEMSELVES BY THE TIME HE GOT OUT. TERRY MARRIED WHILE IN UNIFORM, NOW IS THE FATHER OF TWO CHILDREN, AND IS HAVING A ROUGH GO OF IT AT WHATEVER KIND OF WORK HE CAN PICK UP.

PERHAPS YOU'VE FELT LIKE ANNE WHO DECLARED, "I'M SO CONFUSED AND MIXED UP TRYING TO DECIDE. I SOMETIMES WISH I COULD STAY IN SCHOOL THE REST OF MY LIFE. IT'S EASIER THAN TRYING TO PLAN WHAT YOU'RE GOING TO DO."

AND THEN THERE IS PETE WHO SAYS, "AH, LISTEN, I'M YOUNG; DON'T YOU GET THE MESSAGE? I WANT TO ENJOY MYSELF FIRST."

TO A LARGE DEGREE, MOST PEOPLE TAKE WORK FOR GRANTED; IT IS A NECESSARY PART OF LIFE. THIS DOES NOT MEAN THAT PEOPLE CAN FULLY REALIZE WHAT WORK MEANS TO THEM. ALTHOUGH LEISURE, BETTER HOME LIVING, AND SOCIAL PARTICIPATION ARE EMPHASIZED IN THE UNITED STATES' WAY OF LIFE, WORK CONTINUES TO BE THE CENTRAL DEMAND OF MODERN LIVING. THE OTHER ACTIVITIES OF DAILY LIFE DEPEND IN LARGE MEASURE UPON THE NATURE AND CONDITION OF ONE'S WORK.

OUR SOCIETY CONSIDERS IT ONLY NATURAL THAT EACH MEMBER ENTER THE LABOR FORCE. THROUGHOUT CHILDHOOD AND BEYOND AN INDIVIDUAL IS CONTINUALLY ASKED, "WHAT ARE YOU GOINT TO BE?" IN OTHER WORDS, ALMOST FROM BIRTH AN INDIVIDUAL IS MADE AWARE OF THE NECESSITY TO FOCUS ON AN OCCUPATIONAL FIELD AND USE WORK AS A GATEWAY TO MEETING HIS NEEDS IN OTHER AREAS OF LIVING.

WORK HAS NOT ALWAYS BEEN CONSIDERED A DIGNIFIED POSITION. TO THE GREEKS, WORK WAS A CURSE. THE ROMANS THOUGHT MUCH OF WORK WAS VULGAR; AND THE

HEBREWS THOUGHT IT WAS A FORM OF DRUDGERY. THE MODERN ATTITUDE TOWARD WORK EVOLVED SLOWLY FROM THE BEGINNING OF CHRISTIANITY AND AS AN EVENTUAL OUTGROWTH OF THE INDUSTRIAL REVOLUTION. NOW WORK IS EMERGING AS MORE THAN A METHOD FOR EARNING A LIVING; IT HAS BECOME A MEANS OF ACHIEVING SATISFACTION.

INTRODUCE UNIT

SHOW FILMSTRIP "WHY WORK AT ALL?" GUIDANCE ASSOCIATES

DISCUSS QUESTIONS

- DO YOU KNOW ANYBODY WHO DOESN'T WORK? HOW DOES THAT PERSON OCCUPY HIS TIME? DO YOU THINK HE IS TO BE ENVIED?
- IF YOU DIDN'T HAVE TO WORK FOR MONEY, WHAT WOULD YOU DO INSTEAD? IS THAT WORK?
- MR. NEWMAN SAYS THAT "YOU ARE INDEPENDENT WHEN YOU PROVIDE FOR YOURSELF WHAT YOUR PARENTS ONCE PROVIDED FOR YOU." IS THAT A GOOD DEFINITION OF INDEPENDENCE? IS THERE ANYTHING YOU WOULD ADD?
- TOM OBVIOUSLY THINKS MONEY IS THE CHIEF REASON WHY PEOPLE WORK. DO YOU AGREE WITH HIM? DO YOU THINK YOUR PARENTS WOULD AGREE WITH HIM?
- DO YOU THINK IT IS IMPORTANT TO SEE THE FINISHED PRODUCT? IF YOU DO, THEN DO YOU THINK BEING PART OF AN AUTOMOBILE ASSEMBLY LINE COULD BE SATISFYING?

ACTIVITIES

- HAVE EACH STUDENT MAKE A LIST OF "THE THREE THINGS I WANT MOST IN LIFE." DISCUSS THE ROLE OF WORK IN THESE PREFERENCES.
- DEBATE THIS QUESTION: CAN A WOMAN WORK AND STILL BE A SUCCESSFUL WIFE AND MOTHER?

STUDENT INFORMATION RECORD
KNOX COUNTY SCHOOLS
JOB PLACEMENT CENTER

NAME_____ SCHOOL_____ PROGRAM_____

ADDRESS_____ ZIP_____ PHONE_____ D.O.B._____

DO YOU LIVE WITH PARENTS?_____ GUARDIAN?_____ RELATIVE?_____ OTHER?_____

NAME_____ ADDRESS_____

WHAT IS YOUR SOCIAL SECURITY NUMBER?___ ___ ___ YEAR TO GRADUATE?_____

PREVIOUS EMPLOYMENT HISTORY

EMPLOYER	DUTIES	HOW LONG?	REASON FOR LEAVING

BELOW LIST OTHER EXPERIENCES YOU HAVE HAD WHICH HAS HELPED YOU PREPARE FOR EMPLOYMENT (INCLUDE COURSEWORK).

_____

_____

_____

_____

_____

WHAT AWARDS & RECOGNITION HAVE YOU RECEIVED?

_____

_____

_____

WHAT ARE YOUR HOBBIES/INTERESTS?

_____

_____

DAYS ABSENT

9TH___

10TH___

11TH___

12TH___

REFERRALS & DISPOSITION

INSTRUCTORS RECOMMENDATIONS. (See Attachment #2 in Knox County Guide.)

ATTITUDE & INTEREST

____Enthusiastic
____Interested
____Somewhat indifferent
____Not interested

ADAPTABILITY

____Adjust easily
____Good team worker
____Has difficulty working with others
____Antagonizes fellow workers

APTITUDE

____Grasps ideas very quickly
____Above average
____Rather slow to learn
____Very slow

DEPENDABILITY

____Entirely dependable
____Requires little supervision
____Sometimes neglectful
____Unreliable

INITIATIVE

____Takes hold readily
____Goes ahead reasonable well
____Somewhat lacking
____Lazy

QUALITY OF WORK

____Excellent
____Above average
____Below average
____Very poor

JUDGEMENT

____Displays excellent common sense
____Usually does the right thing
____Occasionally uses poor judgement
____Very poor-rash

COMMENTS - (workhabits, specific skills, machines, wpm, etc. and comments on any of above)

COUNSELING RECORD. (See Attachment #2 in Knox County Guide, especially 2A, 4C, and 6)

INSTRUCTIONS FOR COMPLETING STUDENT INFORMATION RECORD, JOB PLACEMENT CENTER.

NAME - FULL NAME, IF MARRIED LIST FULL MAIDEN NAME THEN ADD MARRIED NAME IN ( ), I.E. MARY KAY JONES (SMITH)

SCHOOL - NAME OF SCHOOL, I.E. CARTER HIGH, POWELL HIGH

PROGRAM - VOCATIONAL CLASS IN WHICH ENROLLED, I.E. AUTO INDUSTRIES, VOE,

ADDRESS - COMPLETE, INCLUDE STREET OR ROUTE NUMBER, STREET OR ROAD, POST OFFICE, AND ZIP

PHONE - OWN OR WHERE STUDENT MAY BE REACHED.

D.O.B. - DATE OF BIRTH - 19 NOV 37

DO YOU LIVE . . . ? CHECK ONE; ASSUMING THE PERSON WITH WHOM THE STUDENT RESIDES IS ALSO THE ADULT LEGALLY RESPONSIBLE FOR THE STUDENT.

NAME - PARENT/GUARDIAN FULL NAME

ADDRESS - PARENT/GUARDIAN ADDRESS, COMPLETE ONLY IF DIFFERENT FROM STUDENTS.

SOCIAL SECURITY NO. - IF STUDENT DOES NOT POSSESS A SOCIAL SECURITY NUMBER, FILE APPLICATION TO SECURE ONE.

YEAR TO GRADUATE - SCHOOL YEAR (E.E. 72-73) STUDENT EXPECTS TO GRADUATE.

PREVIOUS EMPLOYMENT - ANY AND ALL; REGARDLESS OF LENGTH, DUTIES, PART-TIME, FULL-TIME, PAID OR NOT PAID. IF STILL WORKING, ENTER "PRESENT" UNDER REASON FOR LEAVING.

. . . OTHER EXPERIENCES . . . - ESPECIALLY EXPERIENCES OF WORKING WITH OTHER PEOPLE, I.E. FOOTBALL 3 YEARS; OFFICER IN YOUTH CLUB - LOCAL, REGIONAL, STATE, NATIONAL; SCHOOL PUBLICATIONS.

. . . AWARDS & RECOGNITION . . . - SCHOOL LETTERS, YOUTH CLUB AWARDS, OFFICERS ELECTED TO, COMMUNITY AWARDS/RECOGNITION, ETC.

HOBBIES/INTERESTS? - WHAT DOES THE STUDENT LIKE TO DO WITH LEISURE TIME - EITHER PARTICIPANT OR SPECTATOR?

DAYS ABSENT - TAKEN FROM PERMANENT RECORDS. LONG ABSENCES SHOULD BE EXPLAINED UNDER "COUNSELING RECORD."

REFERRALS & DISPOSITIONS - SPACE FOR JOB PLACEMENT OFFICE. DO NOT WRITE IN THIS SPACE.

KNOX COUNTY SCHOOLS JOB PLACEMENT CENTER
SOME CHARACTERISTIC CONSIDERATIONS
FOR PROSPECTIVE CO-OP STUDENTS

INSTRUCTORS MAY WISH TO USE THIS FORM BEFORE THEY MAKE A RECOMMENDATION TO GUIDE THEIR EVALUATION OF A STUDENT WHO IS SEEKING PARTICIPATION IN THE CO-OP PROGRAM.

1. APTITUDE AND TALENT
   - A. GRADE RECORD
   - B. CREATIVITY
   - C. OVER/UNDER ACHIEVER
   - D. MANUAL DEXTERITY

2. VOCATIONAL INTEREST AND VOCATIONAL MATURITY
   - A. STUDENT'S CAREER GOALS
   - B. STUDENT'S PLANS FOR FUTURE LOCATIONS OF EMPLOYMENT
   - C. WILLINGNESS TO ACCEPT RESPONSIBILITY
   - D. RECORD OF ATTENDANCE AND PUNCTUALITY
   - E. WORK HABITS
   - F. EXTRA-CURRICULAR ACTIVITIES

3. EMOTIONAL STABILITY
   - A. CONTROL OF TEMPER
   - B. NERVOUSNESS
   - C. TEMPERAMENT

4. PERSONALITY FACTORS
   - A. SELF-STARTER/LETHARGIC
   - B. SENSE OF HUMOR
   - C. GENERAL OUTLOOK ON LIFE
   - D. CHARACTER (HONESTY, LOYALTY, MORALS, AMBITIONS)

5. HEALTH

   A. GENERAL HEALTH

   B. STAMINA

6. SOCIC-ECONOMIC BACKGROUND

   A. NEED TO SUPPLEMENT FAMILY INCOME

   B. PARENTAL ASPIRATIONS FOR THEIR CHILD

   C. EMPLOYMENT PATTERNS OF FAMILY

PRELIMINARY APPLICATION FOR EMPLOYMENT - CO-OP

DATE _____

NAME _____ PHONE _____
LAST FIRST MIDDLE

ADDRESS _____ ZIP _____

DO YOU LIVE WITH PARENTS_____GUARDIAN_____RELATIVES_____FRIEND_____OTHER_____

DATE OF BIRTH _____SINGLE____ MALE____ MARIED____ FEMALE_____

S.S. No._____LOCALITY PREFERRED_____

WHAT IS YOUR DRAFT STATUS?_____

TRAINING AND/OR EMPLOYMENT RECORD (INCLUDE HIGH SCHOOL) (LIST SUBJECTS AND EXPERIENCES YOU FEEL PREPARED YOU FOR WORK).

SCHOOL OR EMPLOYER	ADDRESS	PROGRAM OR KIND OF WORK	WHEN	REASON FOR LEAVING

LIST ANY MACHINES, TOOLS, EQUIPMENT, ETC. YOU FEEL YOU CAN HANDLE ESPECIALLY WELL._____

_____

_____

NUMBER IN FAMILY_____IS IT NECESSARY FOR YOU TO SUPPLEMENT THE FAMILY INCOME?

_____

DO YOU HAVE ANY PHYSICAL CONDITION THAT MAY LIMIT YOU?_____IF YES, PLEASE EXPLAIN_____

IF NEEDED FOR WORK, DO YOU HAVE:

_____DRIVERS LICENSE _____SPECIAL CLOTHING _____OTHER

_____TOOLS _____TRANSPORTATION

_____
SIGNATURE OF APPLICANT (STUDENT)

CC FOR CD - COOP FORM #1

I HEREBY GIVE MY PERMISSION FOR THE ABOVE NAMED STUDENT TO PARTICIPATE IN PART TIME EMPLOYMENT IN THE VOCATIONAL PROGRAM IN WHICH HE OR SHE IS ENROLLED.

SIGNATURE PARENT/GUARDIAN

INSTRUCTOR

I HEREBY MAKE THE FOLLOWING RECOMMENDATION CONCERNING THE NAMED APPLICANT.

DATE

INSTRUCTORS SIGNATURE

PRINCIPAL

I HEREBY GIVE MY PERMISSION FOR THE NAMED APPLICANT TO PARTICIPATE IN THE COOP PROGRAM AS ADMINISTERED BY THE CONTEMPORARY CURRICULUM FOR CAREER DEVELOPMENT ACCORDING TO THE FOLLOWING SCHEDULE.

DATE

SIGNATURE OF PRINCIPAL

PARENTS' PERMISSION & WAVIER FORM
KNOX COUNTY SCHOOLS JOB PLACEMENT CENTER

_____HAS MY PERMISSION TO PARTICIPATE IN THE VOCATIONAL CO-OP PROGRAM AS ADMINISTERED BY KNOX COUNTY DEPARTMENT OF PUBLIC INSTRUCTION.

I HEREBY RELEASE THE SCHOOL AND THE KNOX COUNTY BOARD OF EDUCATION FROM ANY RESPONSIBILITY INVOLVED IN THE ABOVE NAMED STUDENT TRAVELING TO AND FROM WORK.

_____ _____
DATE PARENTS/GUARDIAN SIGNATURE

----------CUT OFF AND RETURN TOP PORTION WITH APPLICATION----------

DEAR PARENT OR GUARDIAN,

IN ORDER THAT YOU MAY BECOME BETTER ACQUAINTED WITH THE CO-OP PROGRAM PLEASE NOTE THE FOLLOWING INFORMATION:

-THE STUDENT-WORKER MUST CARRY AND MAINTAIN SATISFACTORY GRADES IN REQUIRED AND ELECTIVE COURSE WORK (IN ADDITION TO VOCATIONAL PROGRAM) THAT WILL MEET GRADUATION REQUIREMENTS.

-A MINIMUM OF FIFTEEN (15) HOURS PER WEEK WILL BE SPENT ON THE JOB IN LIEU OF ATTENDING HIS/HER REGULARLY SCHEDULED VOCATIONAL CLASSES AT THE SCHOOL, FOR WHICH APPROPRIATE UNITS OF CREDIT WILL BE AWARDED.

-THERE WILL BE A TRY-OUT PERIOD OF FOUR WEEKS TO SEE WHETHER THE STUDENT-WORKER IS SUITED FOR THE JOB AND IF THE JOB IS OF SUFFICIENT CHALLENGE AND PROVIDES LEARNING EXPERIENCES BEYOND WHAT HE/SHE CAN BE PROVIDED IN THE CLASSROOM. IF NECESSARY, APPROPRIATE CHANGES WILL BE ARRANGED.

IT IS OUR DESIRE THAT THROUGH THE CO-OP PROGRAM YOUR CHILD CAN BE GIVEN A VARIETY OF LEARNING EXPERIENCES THAT CANNOT BE DUPLICATED IN A CLASSROOM. AT THE SAME TIME THAT HE/SHE IS GAINING EXPERIENCE AND GETTING CREDITS FOR GRADUATION, HE/SHE IS ALSO EARNING.

TO A LARGE DEGREE, YOUR CHILD'S SUCCESS IN COPING WITH THIS ADDED RESPONSIBILITY WILL DEPEND ON THE SUPPORT YOU ARE WILLING TO GIVE. WE HOPE YOU WILL BE MINDFUL OF ANY NEGATIVE WORK HABITS OR ATTITUDES THAT

MAY DEVELOP AND GIVE HIM/HER ASSISTANCE AND ENCOURAGEMENT IN DEVELOPING POSITIVE WORK HABITS AND ATTITUDES NEEDED TO MEET THE CHALLENGE.

I ASSURE YOU THAT I, IN COOPERATION WITH THE EMPLOYER, GUIDANCE COUNSELOR, TEACHERS, AND OTHER SCHOOL STAFF, WILL ASSIST THE STUDENT-WORKER IN MATTERS PERTAINING TO CO-OP, WHEN AND AS NEEDED, TO MAKE THE CO-OP EXPERIENCE A MEANINGFUL AND REWARDING PART OF HIS/HER GROWTH TOWARD VOCATIONAL MATURITY.

IF YOU HAVE ANY QUESTIONS, PLEASE CONTACT ME AT 922-7427 OR 933-5754.

SINCERELY YOURS,

Walter E. McMillan

WALTER E. McMILLAN
JOB PLACEMENT COORDINATOR
KNOX COUNTY SCHOOLS

SAFETY CHECKLIST

-To be completed by the coordinator before student is approved for "co-op." On site visit must be made and observations recorded immediately after visit.

1. Insurance Company (Workmans Compensation)

2. Lighting - Adaquate

3. Ventilation - fumes, dust.

4. First Aid - supplies available?, trained personnel?

5. Fire Control - fight equipment? storage?

6. Safety Shields and eye protection - in place, available?

7. Arrangement of work stations - adaquate distance between stations?

8. General appearance - clean, sloppy, etc.?

9. Orientation to shop prior to work assignment?

10. Other - overhead, movable equipment? lifts

C O N F I D E N T I A L

KNOX COUNTY SCHOOLS JOB PLACEMENT CENTER

REPORT ON STUDENT-WORKER

NAME_____DATE_____

EMPLOYER_____PHONE_____

SIGNATURE OF PERSON COMPLETING THIS FORM_____

WHAT IS YOUR ASSOCIATION WITH THE ABOVE NAMED STUDENT-WORKER?

CHECK _____IMMEDIATE SUPERVISOR _____PERSONNEL MANAGER

_____CO-WORKER-TRAINER _____OTHER_____

I PLEASE CHECK THE MOST APPROPRIATE DESCRIPTION. A "REMARKS" SECTION APPEARS IN EACH AREA OF EVALUATION. PLEASE FEEL FREE TO MAKE FULL AND COMPLETE COMMENTS CONCERNING THE STUDENT-WORKER. NO ONE SHOULD SEE THIS REPORT EXCEPT THE STUDENT-WORKER, THE EMPLOYER, THE TEACHER AND THE CO-ORDINATOR. THANK YOU FOR YOUR PROMPT ATTENTION.

1. DEPENDABILITY:

CAN HE ASSUME AND FULFILL JOB ASSIGNMENTS?

_____REQUIRES MINIMUM SUPERVISION

_____REQUIRES AVERAGE SUPERVISION

_____REQUIRES CLOSE SUPERVISION

REMARKS:_____

_____

_____

2. JUDGMENT:

CAN THE STUDENT-WORKER MAKE CORRECT DECISIONS?

_____CONSISTENTLY MAKES SOUND JUDGMENTS

_____UNDER NORMAL CIRCUMSTANCES JUDGMENTS ARE SOUND

_____FREQUENTLY MAKES INCORRECT JUDGMENTS

REMARKS:_____

_____

_____

3. PUNCTUALITY:

DOES THE STUDENT-WORKER REPORT TO WORK ON TIME?

_____NEVER LATE

_____OCCASIONALLY TARDY, BUT NO MORE THAN 5 MINUTES

_____ALMOST NEVER GETS TO WORK ON TIME

REMARKS:_____

_____

_____

3. PUNCTUALITY (CONTINUED):

B. DOES THE STUDENT-WORKER COMPLETE JOB ASSIGNMENTS ON TIME?

_____STUDENT-WORKER COMPLETES JOB ASSIGNMENTS AHEAD OF SCHEDULE

_____STUDENT-WORKER COMPLETES MOST JOB ASSIGNMENTS IN NORMAL LENGTH OF TIME

_____STUDENT-WORKER CANNOT WORK ON SCHEDULE _____HOLDS UP OTHER WORKERS

REMARKS:_____

_____

_____

4. WORKMANSHIP:

A. DOES THIS STUDENT-WORKER TURN OUT QUALITY WORK?

_____EXCEPTIONALLY GOOD WORKMANSHIP, RARELY MAKES MISTAKES

_____PRODUCES WORK OF AVERAGE QUALITY

_____ALWAYS NECESSARY TO CHECK WORK, MAKES FREQUENT MISTAKES, SLOPPY

REMARKS:_____

_____

_____

B. HOW MUCH WORK DOES THIS STUDENT-WORKER TURN OUT?

_____CONSISTENTLY PRODUCES MORE THAN AVERAGE AMOUNT OF WORK

_____PRODUCES AN AVERAGE AMOUNT OF WORK

_____PRODUCES AN UNACCEPTABLE AMOUNT OF WORK

REMARKS:_____

_____

_____

_____

5. INITIATIVE:

DOES THIS STUDENT-WORKER SEE TASKS TO DO AND BEGIN WORKING ON THEM?

_____CONSISTENTLY PUTS FORTH EXTRA EFFORT; KEEPS BUSY WITHOUT SUPERVISION

_____PERFORMS REQUIRED JOB FUNCTIONS WITH AVERAGE AMOUNT OF SUPERVISION

_____UNWILLING OR UNABLE TO ACT WITHOUT DETAILED DIRECTIONS AND SUPERVISION

REMARKS: _____

_____

_____

6. COOPERATION:

A. HOW WELL DOES THE STUDENT-WORKER GET ALONG WITH CO-WORKERS?

_____OUTSTANDING ATTITUDE; CONTRIBUTES MUCH TO SHOP MORAL

_____GETS ALONG WELL WITH CO-WORKERS, SETS A GOOD EXAMPLE

_____CANNOT OR DOES NOT GET ALONG WITH CO-WORKERS

REMARKS: _____

_____

_____

B. HOW WELL DOES THE STUDENT-WORKER GET ALONG WITH THOSE IN AUTHORITY?

_____COOPERATES FULLY WITH SUPERVISORS, CAUSES NO FRICTION

_____GETS ALONG WELL WITH SUPERVISORS

_____RESISTS SUPERVISION OR AUTHORITY, MAKES NO EFFORT TO GET ALONG WELL

REMARKS: _____

_____

_____

7. ABILITY TO LEARN:

DOES THE STUDENT-WORKER PROGRESS QUICKLY FROM LESS DIFFICULT TO MORE DIFFICULT TASKS?

_____LEARNS NEW DUTIES OR TASKS RAPIDLY; REQUIRES LITTLE OR NO FOLLOW-UP

7. ABILITY TO LEARN (CONTINUED):

_____LEARNS WITH AVERAGE AMOUNT OF INSTRUCTION; REQUIRES SOME COACHING AND FOLLOW-UP

_____INADEQUATE, SLOW TO LEARN, REQUIRES CONSTANT INSTRUCTION ON THE SAME TASKS

_____SLOW, BUT CAN LEARN WITH REPEATED INSTRUCTION, COACHING, AND FOLLOW-UP

REMARKS:_____

_____

_____

8. JOB KNOWLEDGE:

A. DOES THE STUDENT-WORKER POSSESS A BASIC WORKING KNOWLEDGE OF NECESSARY INFORMATION?

_____HAS AN OUTSTANDING UNDERSTANDING OF INFORMATION NEEDED TO PERFORM WELL

_____KNOWS ENOUGH TO PERFORM REQUIRED TASKS

_____DOES NOT KNOW ENOUGH TO PERFORM EVEN SIMPLE TASKS

REMARKS:_____

_____

_____

B. DOES THE STUDENT-WORKER POSSESS THE NECESSARY BASIC SKILLS?

_____SKILL IN HANDLING TOOLS, ETC. IS HIGHLY DEVELOPED

_____SKILLFUL ENOUGH TO PERFORM REQUIRED TASKS AND DUTIES

_____LACKING IN SKILLS NECESSARY TO PERFORM, CANNOT HANDLE TOOLS, ETC.

REMARKS:_____

_____

_____

9. JOB SATISFACTION:

DOES THE STUDENT-WORKER SEEM HAPPY WITH HIS WORK, PAY, ETC.?

9. JOB SATISFACTION (CONTINUED):

_____SEEMS EXTREMELY SATISFIED, SEEMS TO FEEL "AT HOME"

_____SEEMS TO ADJUST TO JOB WELL, TAKES PRIDE IN HIS WORK

_____SEEMS UNHAPPY MOST OF THE TIME, GENERALLY DISLIKES WORKING

REMARKS: _____

_____

_____

II PLEASE ANSWER THE FOLLOWING QUESTIONS AS BRIEFLY AND DIRECTLY AS POSSIBLE (BE FRANK).

1. HOW WOULD YOU RATE THIS EMPLOYEE ON HIS JOB AS COMPARED WITH OTHER EMPLOYEES WITH EQUAL EXPERIENCE?

2. CAN YOU "COUNT" ON THIS EMPLOYEE, DOES HE FOLLOW YOUR DIRECTIONS AND DO WHAT IS EXPECTED OF HIM?

3. DO YOU THINK THIS EMPLOYEE HAS THE SKILLS, KNOWLEDGE, AND ATTITUDES NECESSARY TO ADVANCE IN THIS TRADE OR OCCUPATION?

4. WHAT DO YOU FEEL ARE THE STRENGTHS AND WEAKNESSES OF THIS EMPLOYEE?

KNOX COUNTY SCHOOLS JOB PLACEMENT CENTER
JOB ORDER

DATE_____

COMPANY_____PHONE_____

ADDRESS_____PRODUCTS OR SERVICE_____

CONTACTS NAME_____JOB TITLE_____

SPECIFY REQUIREMENTS, AGE, PHYSICAL CAPABILITIES, SKILLS, KNOWLEDGE, ATTITUDES

_____

_____

_____

_____

_____

CHARACTERISTICS OF JOB OPENING

_____

_____

_____

REFERRALS:

WHEN A JOB OPENING IS LISTED WITH THE JOB PLACEMENT CENTER THE FOLLOWING ACTION IS TAKEN BY THE COORDINATOR:

- JOB ORDER FORM IS COMPLETED (SEE ABOVE).
- APPROPRIATE RECORDS ARE SCREENED.
- AT LEAST THREE PROSPECTIVE APPLICANTS ARE IDENTIFIED.
- INTERVIEWS ARE SET UP.
- EMPLOYER IS CONTACTED FOR FEEDBACK.
- INFORMATION CONCERNING REFERRAL AND DISPOSITION IS RECORDED.